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ABSTRACT

At the Crissey Elementary School (Ohio), project intervention activities by Teacher Corps interns focused on student playground-related behaviors and activities. Primary responsibility for identified kinds of activities was assigned to the interns: (1) playground program; (2) community involvement; (3) special events; and (4) classroom activities. The playground program included organizing students to use existing equipment and games appropriately. Community involvement focused primarily on fixing up the playground and existing equipment and on adding some new equipment. Two special events were an after-school volleyball game for the school staff and interns, and a square dance for the sixth grade students. Classroom instructional activities, in addition to "class meetings," included a 4-day unit on safety to and from school for kindergarten through third grade students and a 3-day unit on cooperation for fourth through sixth grade students. "Class meetings" were conducted by the interns to stimulate school pride and give positive direction for student and staff enthusiasm. Student and staff comments on the program and staff assessments of individual intern performance indicate that the project was viewed positively and enthusiastically by students and staff. (JD)

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Teacher Corps * Program '79
The University of Toledo/
Springfield Local Schools

The School Playground and School Climate:

PROJECT INTERVENTION ACTIVITIES AT CRISSEY ELEMENTARY SCHOOL

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September, 1981

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During April-May, 1981, the Project interns moved to Crissey Elementary School. It was decided that school intervention facilitated by the interns would focus on the Project school's goals and objectives in the area of "school climate" (see 1980 Continuation Amendments, pp. 99-103), and the interns designed and implemented a number of activities within a site-specific "school climate" conceptual model which utilized "school playground" as its organizing element.

The purpose of this report is to describe Project intervention activities at Crissey and to present findings and conclusions of assessments of those activities and the respective interns.

Crissey Intervention Strategy

Following earlier meetings between Project Staff and Crissey Principal Paul Smith, it was decided in late March that Project intervention at Crissey to be facilitated by Project interns would focus on identified building goals and objectives in the "school climate" area. As a result of initial planning sessions, first, by interns and Project Staff with the entire Crissey staff on March 17, 1981, and, secondly, by the interns and Project Staff at Napoleon, Ohio, on March 21st, a number of activities focused on student playground and playground-related behaviors were identified for possible inclusion in an intervention strategy. Those activities included:

1. A Playground Program;
2. Training for Parent Playground Supervisors;
3. Playground Revitalization;
4. "Class Meetings" for Mediating Playground Behavior;
5. Slide Presentation on Playground Safety;
6. Other School Safety Program(s);
7. Instructional Unit on "Cooperation";
8. Community Event(s);
9. Special School Events to Enhance School Pride;
10. Perceptual Skills Training for Kindergarten Students;
11. USSR following Recesses.

Subsequently, the interns met with the Intern Supervisory Team (Mrs. Cathy Bailey, Bonnie Clark, Carol Miller, Mr. Smith and Mr. Carroll) and among themselves to play specific activities. They worked with Mrs. Donna Linenkugel, paraprofessional Crissey Staffer with assigned playground duty, and the interns received assistance, with playground games, from physical education teacher Bill McAfee (Crissey and, in the area of community relations from UT's Professor Jack Ahern.

Following initial observations on April 8-10th, the interns conducted activities daily at Crissey. Primary responsibility for identified kinds of activities was assigned the respective interns: (1) playground program -- Ms. Haffey, (2) community involvement -- Ms. Judd, (3) special events -- Ms. Lemerand, and (4) classroom activities -- Mr. Sanchez. It was agreed that each intern would participate in each activity although it should be noted that commitment and involvement during the Crissey assignment varied significantly among the individual interns.

The playground program implemented at Crissey included organizing students to utilize existing equipment and games appropriately. Tetherball became a particular favorite, and nets were located and put in place on the basketball hoops. Some new activities were introduced including, most notably, weekly roller skating.*

Following "class meetings" conducted by the interns in all classrooms to stimulate school pride, a series of Friday activities -- wearing such things as school colors, mismatched shoes and socks, and "dress up" clothes as well as constructing class banners -- gave positive direction for student and staff enthusiasm.

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*For more detailed description of this and other activities, see The University of Toledo/Springfield Local Schools, Teacher Corps, Program '79, "Intern Log for Crissey Elementary School," April and May, 1981.

Community involvement focused primarily on fixing up the playground and existing equipment and the addition of some new equipment. The Crissey Mothers Club responded to the interns with a $500.00 donation for that purpose, and a Playground Improvement Committee of parents and some Crissey staff donated a Saturday and a couple of evenings to repair and paint equipment, paint boundary lines for a number of activities on the playground surface, and install several large tractor and truck tires for climbing and other student games.

Two special events were an after-school volleyball game for the Crissey staffers and interns and a square dance organized for sixth-graders.

Classroom instructional activities, in addition to the "class meetings," were a four-day unit on safety to and from school for grades K-3 and a three-day unit on cooperation for grades 4-6.

Assessment of Crissey Intervention

Assessments of the intervention activities conducted by the interns at Crissey were made by Crissey students and staff.

Students in grades 3-6 were asked to respond to each of six activities by indicating a degree of satisfaction. Each of those students also was asked to write a short note to an intern of his/her choice to express feelings about an activity (see Exhibit A). Crissey staffers were also asked to express a degree of satisfaction about each of the intervention activities, and they were invited to comment on the professional performances of the respective interns in terms of identified performance criteria. Tables I-III in Exhibit B display student and staff responses.

Table I statistics can be used to show that, on the average, about half of the student respondents were very positive about the intervention activities and most of the others were somewhat positive.

The numbers and positiveness of student "notes" to the respective interns correspond with intern visibility and enthusiasm, significantly greater and more positive on the parts of Ms. Haffey and Mr. Sanchez than on the parts of the other two interns. In particular, the student responses underscore their positiveness about the playground and school pride activities.

Responses of Crissey staffers, primarily the Intern Supervisory Team, to the intervention activities are summarized in Table II. Those responses also were mostly very positive, again, especially with respect to the playground activities program and the renovation of playground equipment.

Table III summarizes staff assessments of individual intern performances in terms of professional preparedness, enthusiasm, articulateness, poise, punctuality and effectiveness. Assessments of Ms. Haffey's performance focus on her easy rapport and effectiveness with students, both on the playground and in the classroom. Assessments of Ms. Judd's performance reflect chronic absenteeism and lack of sensitivity to others. Assessments of Ms. Lemerand also reflect absenteeism, but they suggest that she was effective in instances where she did participate fully. Assessments of Mr. Sanchez's performance reveal very effective organizational and human relations skills.

EXHIBIT A

STUDENT FEEDBACK (Grades 3-6)
Crissey School
Spring Quarter, 1981

TO THE TEACHER: Please distribute the accompanying answer sheets to the students in your class. Read the directions below and ask your students to listen carefully as you read each of the first six questions.

Then, read each of the items to the students, allowing enough time for each for students' circling their responses.

When all students have finished, read the directions for the second part of this exercise.

PART I

Directions. I am going to read six questions to you. Each question asks how much you liked an activity conducted by one or more of the four Teacher Corps teachers this spring.

You should answer each question by circling one of the following phrases on the answer sheet: "A WHOLE LOT" or "A LITTLE BIT" or "NOT AT ALL."

1. How much did you like the class meeting to discuss school pride?

2. How much did you like playground activities -- tetherball, roller skating, climbing on the tires and so on?

3. How much did you like the Friday "Pride Day" activities, for example, mismatched shoes and socks and the poster contest?

4. How much do you like the way in which the playground has been fixed up and painted?

5. How much did you like the "Patch the "Pony" safety lessons?

6. How much did you like the cooperation "unit" being taught this week?

PART II

Directions. Now turn your answer sheet to the other side. On this side, please write a short letter to one of the Teacher Corps teachers -- Miss Haffey, Miss Judd, Miss Lemerand or Mr. Sanchez. Tell the Teacher Corps teacher what you liked most about their activities this spring and why.

TABLE I. CRISSEY STUDENT RESPONSES TO INTERN INTERVENTION ACTIVITIES (N = 91)

Item	A Whole Lot	A Little Bit	Not At All	No Response
1. How much did you like the class meeting to discuss school pride?	37	48	3	3
2. How much did you like playground activities -- tetherball, roller skating, climbing on the tires and so on?	78	11	-	2
3. How much did you like the Friday "Pride Day" activities for example, mismatched shoes and socks and the poster contest?	58	30	2	1
4. How much do you like the way in which the playground has been fixed up and painted?	70	19	1	1
5. How much did you like the "Patch the Pony" safety lessons?	30	6	3	52
6. How much did you like the cooperation "unit" being taught this week?	13	34	5	39

"Dear Miss Haffey" (N=28)

I liked the game you played with me. Have a nice summer.

I really think the skating was really good because it kept a lot of people out of trouble.

I really liked everything you thought of because it was fun.

I appreciate it because I learned more games.

I liked the tetherball because it is fun to hit around and win.

I like patch the pony because we had movies and it was fun.

I like the way you have fixed up the playground and the way you have been to us, thank you for the tetherball and all the games.

I liked patch the ponys nay nay from strangers cars stay away and the moive Patch the Pony and roller skating day and rolling football.

I like the patch the pony program it was fun. Could you show me that eye of patch pony?

I liked the program about patch the pony.

I like skating day.

I liked when you came in our classroom. The activities were fun. I liked when we had to make a square.

I loved it when you came in, that was fun.

It is a nice time with you Miss Haffey.

I like you because you are very easy to talk to. I hope you will come to Swanton schools because I think you are very nice.

I like you a lot. Your funny and I think your nice. I hope you are here next year!

I liked the games most of all. Thank you for coming to Crissey!

I liked how you came to our class. And the tetherball game you had set up, I thought it was fun.

I liked it when you had us pick partners and one person had his or her eyes closed.

Thanks for your time. Have a happy summer.

I liked playing spud the most. Because it was so fun I hope we do it next year!

What I like about the playground is the tetherball.

I liked your ball game as much as spud.

I really liked the roller skating day, I hope we have it next year.

The thing I like best is the games, and the way the playground is painted, the tires to.

I like the things you do for the school and I like you too, and I like it when you put the tires in the ground but do me a favor have a happy vacation a very fun one to.

I liked your roller day. I like it. Have a nice summer.

I liked when you played with us on the playground you were a very nice lady. I hope your here next year. Have a nice summer.

"Dear Miss Judd" (N=5)

I had a lot of fun doing those pictures and it was fun jumping rope. I am glad you was here this year. It was fun.

I hope you come back next year. I am in 4th grade and going in 5th and I like you.

I like you. You are nice you are pretty and I don't no what else you are.

"Dear Miss Lemerand" (N=3)

I like when you came in our classroom. And when we did the boxes and read the storys.

I really liked the way that you taught cooperation.

I like the poster contest and the thing outside on the pode. And I like you the best.

"Dear Mr. Sanchez" (N=55)

What I liked best was soccer, and the tires and I appreciate how you people helped us improve the playground.

I liked pride day alot. And I liked the game tetherball. And I like you alot.

I think it is really neat that you take your extra time and come out to Crissey and put up the tires and tetherball. They are really fun. I hope you come back next year and do the same for us.

I like the way you did so much with us like starting tetherball.

I really like the games you started. They were really fun. I hope you come back next year and start some more fun games again.

What I like the most about you being here is the games you played with us like tetherball and soccer.

Thank you for everything. We had so much fun with the tires and other games you thought of it was fun. Have a nice summer.

I'm glad you came to the school to help us learn some new games like tetherball and the tire trees and all the other stuff you did with us. Thank You!

I liked how you worked on the playground, like soccer and tetherball. You made school recesses more interesting.

I liked it when you were here I did not get in many fights.

I like the tetherball. Why, I thought it was neat.

I appreciate you all coming but especially you for starting tetherball games.

I liked playing soccer and tetherball alot too.

I like the tetherball game that you started and we appreciate what you did.

I like soccer and I appreciated you coming.

I like you because you are so nice to us. Cause you let us on your shoulders and your so nice and cute. Its nice since you made tires and tetherball a lot of kids like the games you made outside.

I like the things you do for the school and I like you too, and I like it when you put the tires in the ground but do me a favor have a happy vacation. A very fun one too.

I liked your rollers day I like it. Have a nice summer.

I liked tetherball a lot. You were very nice. Have a nice summer.

I liked it when you let us get on your shoulder and I just like you. You are nice to us. I liked a whole lot when you came in the room and explained the activities for outside. You are so nice and cute.

I like the roller skate day and I like the tetherball and I like you. The tetherball is fun because it is kind of hard.

I like the tires that you put up.

I like the way you play tetherball and you made good rules even though I got upset with them.

I liked playing tetherball with you.

I like the way you dress and I'm glad you are always at school. Have a fun summer in whatever you do!

I liked tetherball and the games that you did.

Tetherball was a blast!

I like the tetherball game. Because I like volleyball, and they are almost the same.

I really enjoyed the tires and the tetherball.

I like you and the other helpers for fixing up the play ground and I like the games. Do you like to help us?

I like to watch people play tetherball. It looks like a fun game for the back yard. And Crissey pride day is fun too.

I like the way you fix the playground.

I like you the best out of all the Interns.

I like Mr. Sanchez because he is nice and better than the other ones.

I like you alot. Your nice and funny. I hope you come back next year.

I like when you play with the kids on recess. Please come back next year. I like you very much.

I liked when you were working with people playing tetherball, because if someone was losing you would help them so that they didn't get mad when they lost. Another thing I liked was when you played king of the tire with us.

You are nice. Hope you have a good summer. I like it when you gave rides on your shoulders. Thank you for coming to our school.

Thank you because you have been nice to me and I think your funny.

Thank you for all things you did. I like it a lot. Thank you again.

Your very cute and nice. Hope you have a nice summer and come back next year and thank you for coming.

I like the way you are ref in tetherball.

I like you very much Mr. Sanchez. I had a lot of fun on your shoulders. Peggy, Jill and I like you.

You were nice to me. I liked the games we played. Thank you for a nice school year. Have a happy summer.

You are cool.

I like the way you help us in the games. Like basketball and tetherball and roller skating.

I liked the mixed match day because it was fun and people looked weird.

I like how you made the playground arrangement. I like the tetherball.

Thank you Mr. Sanchez for putting up the tires. We have a lot of fun. We liked it a lot.

I like the stuff you guys had. I hope you have the same ideas next year.

I like the tetherball the best. It was fun to play and learn how to play. Thank you.

I like him because he is nice when he plays ball.

I like the tetherball activity.

I like the roller skating most of all. I like tetherball next. I like the tires next.

I like the game risk you taught me. Thank you.

I like the Fridays with mismatch shoes and dress up day and banner roll.

I liked the tetherball. Even though I only played once.

I liked the tetherball outside and the way you fixed up the playground.

TABLE II. CRISSEY STAFF RESPONSES TO INTERN INTERVENTION ACTIVITIES (N = 8)

Item	N Responses*								
The following activities were interesting and effective:	6	5	4	3	2	1	0	NR	$\bar{X}$
1. Class meetings to discuss school pride.	-	6	1	-	-	-	1	-	4.86
2. Noon playground activities.	7	-	-	-	-	-	1	-	6.00
3. Friday "Pride Day" activities.	2	3	3	-	-	-	-	-	4.88
4. Playground renovation.	8	-	-	-	-	-	-	-	6.00
5. "Patch the Pony" safety lessons.	2	3	-	-	-	-	1	2	5.40
6. Cooperation "Unit."	-	2	-	-	-	-	2	4	5.00
7. The activities carried out by the Interns this spring have addressed needs identified by the Crissey staff in initial meetings with them.	3	3	1	-	-	-	1	-	5.29

Most Positive Impact

The playground activities - the children found a purpose instead of wandering.

"Pride Day." Nothing has really been done before this at our school.

Not familiar with all phases. I am sorry. What I see looks good.

Playground renovation. It seemed as though this school lacked a decent playground and through the interns it is greatly improved.

Playground renovation - every student got use of it and were proud of the work done.

Lynn and J.R. - interaction with students was more evident to me; therefore, they had more positive impact.

*6 = Strongly Agree, 5 = Mostly Agree, 4 = Agree, 3 = Disagree, 2 = Mostly Disagree, 1 = Strongly Disagree; 0 and NR not included in claculation X.

TABLE III. CRISSEY STAFF ASSESSMENTS OF INDIVIDUAL INTERN PERFORMANCE

LYNN HAFFEY

Preparedness:

Very well organized. Always ready, willing and able.

Lynn did an excellent job in all areas -- she was prepared, enthusiastic and concerned always.

She seemed to be prepared all of the time.

Yes! Yes! Came prepared with good ideas and games.

Yes.

Yes.

Yes.

Enthusiasm:

She could get the students very involved in discussions and also get the students enthused. Students enjoyed being with Lynn.

Yes. The way she talked to the students and made sure they were aware of all that was going on.

Yes! Always ready to help cheer-up children.

Yes.

Yes.

Yes.

Articulateness:

Children could hear her well and understand what she was saying.

Nice voice.

Yes! If a child was down in mood she had them easily up again.

Yes.

Yes.

Yes.

Poise:

She never appeared nervous or ill-at-ease with the students.

Yes. She seemed in control at all times. The students enjoyed having her here at Crissey.

Yes! Fit in really well with children and with age group she was with.

Yes.

Yes.

Yes.

Punctuality:

Yes! She was always here when she said she would.

I don't know.

Always on time and ready to help.

Yes.

Effectiveness:

Always.

She seemed to at all times I saw her.

Yes! In playing games she carried out the game.

Yes! Yes!

Yes!

Other Professional Characteristics:

She got along well with the staff and was very accepted by them.

She was a part of our staff that we hope to see more of next year.

Good in manner, teaching and helping children. A very good listener.

ELLEN JUDD

Preparedness:

I can't evaluate Ellen. She was never with my students. She made it very well known that she didn't enjoy working with younger students. Also she was rarely at Crissey School. We saw very little of what she did this quarter.

No.

No.

I didn't notice.

Never saw around.

Enthusiasm:

No. No.

No.

I got the impression that she would rather be somewhere else, like the high school.

Articulateness:

Yes.

No.

Yes.

Poise:

Yes.

No.

I never observed her during a presentation.

Punctuality:

She was hardly seen at Crissey.

No. Never around.

No. Never here.

I guess.

Effectiveness:

No.

No

Other Professional Characteristics:

Needs to be on time, needs to learn that children have up and down days that children will be them selves at all times.

I think Ellen will make an excellent teacher at the Junior High or High school level. She seemed to like the students and everyone enjoyed her.

DENISE LEMERAND

Preparedness: This one never worked with my students in the classroom or out on the playground. I think she has a poor attitude.

Yes.

No.

I'm sure she was.

Never was around.

For "Patch the Poney" she was well prepared. The children said she was patient. Many liked the film and pins.

Enthusiasm:

Yes.

No.

No. I don't think she was challenged very much through the assignment at Crissey.

Articulateness:

Yes.

No.

Yes.

The children seem to understand her well.

Poise:

Yes.

No.

Didn't observe.

Punctuality:

Sometimes.

No.

Yes.

Effectiveness:

Yes.

No.

Other Professional Characteristics:

Never here. Didn't get to really work with children so no comment!

She was very nice and very easy to talk to. I don't think the playground activities and other ideas they had for the interns were for Denise. I think when she gets into the classroom she will do a super job.

AURELIO SANCHEZ

Preparedness:

Yes. Planned out how the playground will look.

Yes.

Yes.

Seemed to be.

Yes.

Yes. Yes. Has good ideas of games and carring them through.

Did a great job - seemed to really care!

Enthusiasm:

Yes, gave a lot of extra hours to the cause.

Yes.

Yes.

Yes. Could tell he liked what he was doing.

Yes.

Articulateness:

Yes.

Yes.

Sometimes.

Yes. Needed to be loud for what they were doing and amount of students they were talking to.

Yes.

Poise:

Yes.

Yes.

Yes.

Yes. Can't rattle him very easily.

Yes.

Punctuality:

I couldn't really say.

Yes.

Yes.

Yes.

Effectiveness:

Yes - very attentive out on the playground.

Yes.

Yes.

I would imagine.

Other Professional Characteristics:

A hard worker. Dedicated to Job. Was available and willing to help.

Much too familiar with students, let them climb all over him.

Built good rapport with the older students. Staff liked him.